DOCUMENT RESUME

ED 266 456 CS 209 493

TITLE Studytalk Activities. Resources.
INSTITUTION Australian Association for the Teaching of English.
PUB DATE Dec 81
NOTE 17p.; Section prepared by the Queensland Language Development Project task force.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Journal Articles (080)
JOURNAL CIT English in Australia; n58 pi-xvi Dec 1981

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Class Activities; Classroom Techniques; Elementary Secondary Education; Foreign Countries; Language Acquisition; Language Styles; *Language Usage; *Language Variation; *Learning Activities; *Music Activities; *Teaching Methods

ABSTRACT

The teaching activities presented in this document have been selected from a series of language study units prepared for teachers by the Queensland Language Development Project task force as part of the Studytalk project. They focus on inquiring into some of the varieties of language most accessible to teachers and students. In each of the three units students are asked to collect, record, and discuss samples of people's language--people from different backgrounds using language in different situations. The units deal with (1) historical changes in language, (2) languages of the school community, (3) language and audience, and (4) the language of musical genres. Lists of resources--including videocassettes, monographs, and films--are included. (EL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Marnie O'Neill

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED266456

Resources

STUDYTALK ACTIVITIES

The three units which follow have been selected from a series of language study units and activities which have been prepared for classroom by the Queensland LDP task force as part of the Studytalk project.

Each unit provides a basis for immediate enquiry into some of the varieties of language most accessible to teachers and students. In each case the students are asked to collect, record and discuss samples of people's language — people from different backgrounds, using language in different situations, and using it for different purposes. How the material collected is explored in class will vary according to the age of the students involved, and the relationship between the language study activity and the particular English curriculum of which it is part.

The Resources section of English in Australia focuses directly on the English classroom. It provides ideas which teachers might find useful within their teaching programs.

The ideas do not represent model lessons. They are resources to be experimented with or reinterpreted according to each teacher's own theory of learning and their understanding of their students.

Contributions in any form are welcome, and should be sent to The Editor, English in Australia, Reader C.A.E., Blackburn Road, Clayton, Victoria, 3168.

CS209443

HISTORICAL CHANGES IN LANGUAGE

The Anglo-Saxons provided the base upon which the English language was built. Since that time, the language has been subject to change, both through usage by 'English' speakers and interaction with speakers of other languages, from whom words have been borrowed.

Even in a comparatively short space of time, it is possible to trace changes in spelling, syntax, pronunciation and meaning. Students can examine some of these changes in undertaking the following activities.

(a) ● Find an Old English version of

- a poem
- The Lord's Prayer
- a paragraph

● Read it aloud. Tape.

● Next read the 'modern' version of the same poem/prayer/paragraph. Tape.

● Compare.

● You could then compare the written versions

- Are there any differences in word order?
- Were there any letters which are no longer in our alphabet?
- How were plurals formed?

(b) Comparison of famous 'battle-speeches', e.g.

● Shakespeare. **King Henry V** — "Once more unto the breach dear friends" etc.
or "This day is called the feast of Crispian. He that outlives this day and comes safe home shall stand a tiptoe" etc.

● Churchill's speeches during W.W. II.

- Role play
- Record
- Make transcripts

} compare

- Make lists of words designed to stir troops on to greater things
- How would the speeches have to be delivered to stir troops?

(c) ● Listen to a tape of an old

- parliamentary broadcast
- news report
- sports report

Compare with similar broadcast today.

- Discuss differences in
  - language used
  - accent
  - style of presentation
  - subject-specific language
- Devise your own broadcast in similar vein.

(d) 18th and 19th Century street traders cried out their wares, e.g.

'Milk-O'
'Chairs to Mend'

- Why were these short exclamations rather than complete sentences?
- Turn these into street cries
  - I am selling freshly-baked bread
  - I am the coal-man
  - Would you like to buy my meat pies?
  - Would you like to buy my flowers?

(e) **"The Cool Web. The Pattern of Children's Reading"**

M. Meek, A. Warlow, G. Barton. (ed)
Bodley Head, London, 1977.

(See page 272 which gives selections from the story of Cinderella written in 1700's, 1800's and 1900's, with the most recent being 1960.)

Small group work.

- Choose 1 early version and 1 'modern' version of the portion of the story which described Cinderella's sisters getting ready for the ball.
- Choose someone to read aloud the older version; then the newer version. Tape if necessary.
- Discuss the differences in the language used with regard to structure, complexity, unfamiliar words etc.
- Study written versions. The older versions show Cinderella as a girl we can see as a future queen. She has dignity, is intelligent, and performs tasks thoroughly. It has been suggested that the modern versions turn her into a petulant cry-baby who is an incurable daydreamer.

– Do you agree?
– Can you find evidence either from the tape, or from the text to support your view?

(f) Poems for children written in the 1800's

"The Kate Greenaway Book" Bryan Holme
Penguin Books. Harmondsworth, 1976.

Small group Work.

Poems which were written for small children in the 1800's were usually designed to teach a lesson of some kind, e.g.

"Dirty Jim" p.69
"The Boys and the Apple Tree" p.71
"Sophia's Fool's-Cap" p.72
"George and the Chimney Sweep" p.73
"Negligent Mary" p.75
"The Good-Natured Girls" p.75

- Appoint someone to read one of the poems to your group.
  – What was the message for children?
  – How did the poet get the message across?
  – Did you hear any words you're not familiar with? Discuss them.
  – Comment upon the language employed.
  – Comment upon the specific words or phrases used which were designed to modify or change the behaviour of children to an "acceptable" level.
  e.g. "Both happily live, as good girls always can; ... They seldom or never are heard to dispute".

LANGUAGES OF THE SCHOOL COMMUNITY

There are over 400 languages spoken in the world today. Many of these are spoken in a variety of dialects. Dialects may be seen as relatives of the same language family which are usually identified by a particular set of words and grammatical structures. Spoken dialects are usually associated with distinctive pronunciation or accent. The Australian linguistic community is characterised by a variety of languages and dialects of English. In order to ascertain the language varieties present in the school community, a number of activities may be undertaken:

- Find out what languages are spoken by students in your class, the school and the community. For example students could collect or tape samples of languages varieties found in class.
- Using the languages identified in the community, students could make a collection of words or phrases for common things or objects. Compare and contrast some of the words.
- Make a collection of songs and stories in the languages found in the community. Common elements often exist in the folk tales of many countries.
- Make a collection of folk stories from the countries whose languages are represented in your school. Compare the content and context of the stories.
- All languages are thieves. Make a list of words used frequently that have been borrowed from other languages. Find words that have been borrowed from Chinese, Spanish, Italian, Japanese, Arabic and French.
- Languages are changing all the time. With new technology and the changing world scene new words are introduced almost daily. Think of the events that have occurred in the past few years and the new words we have had to invent (borrow) for these things e.g. sputnik, astronaut.
- Find out words whose meaning is specific to the school community, for example, the names of events, buildings, behaviours etc.
- Some words have an interesting history. Make a list of words which have an interesting history.
- Groups of people who spend time together sometimes invent words or phrases to make their language special or private. Make a list of some words that have special meaning for you.

LANGUAGE AND AUDIENCE

When we speak to someone or to a group of people a number of factors influence how we will address them. These include:

- number of people being spoken to
- level of familiarity or unfamiliarity between speaker and audience
- the subject matter
- the context in which the interaction takes place.

The speaker will take into account all of these factors and pitch her speech at the appropriate level. In different situations people speak in different ways. They might speak one way at school, another way outside of school and yet another way when speaking with someone they do not know. A number of activities may be undertaken in order to develop student understanding of the influence of audience on speech.

- You have been witness to a crime; a friend meets you shortly after; recount what you saw to your friend. A policeman is contacted, you must recount what you saw. The criminal is apprehended, a court hearing follows, you must once more retell what you saw this time to the judge and jury. Role play these different situations comparing how the language changed.

(a) **The Language of Home**

Sometimes within families the members have special ways of talking or referring to various activities undertaken at home. Make a list of some words and expressions that you use specifically at home.

(b) **The Language of Debating and Public Speaking**

Debates are probably the most formal oral activities students are likely to engage in. Following a debate, have students reflect upon the type of language used to present their arguments. Compare this with the language they might use in an informal class discussion.

- Look at the non-verbal gestures used by debaters. What role do these gestures play?

Public speaking. While not as structured as debates, public speaking requires the observance of a number of conventions. These are often determined by the audience.

- Watch a **film** of a politician addressing a public gathering. Observe the type of language and gestures and the content of the speech. Compare this speech with a parliamentary debate.
- Try to **tape** an address given by a union official to union members. Compare the style of language used by the union official with that of a politician. How might the union official speak if he was addressing an industrial commission enquiry. Simulate a role play of a parliamentarian and union official.

(c) **The Language of the Theatre**

The audience to whom actors are playing can influence the choice of play. For example if the audience is a group of 5—7 year old children it is unlikely that they will perform **King Lear**, and conversely adults are unlikely to enjoy a children's production.

- Watch some children's productions and analyse the type of language used. What expressions and words are popular and enjoyed by children. Write and present a play for a group of children.

THE LANGUAGE OF MUSICAL GENRES

As language is fundamental to our being, so too is music. Ethnomusicologists have suggested that early man may have used a system of communication which involved some of the basic elements of both language and music. As the system evolved, it split, so that language was used in day-to-day communication, and music adapted for special purposes.

Whether or not this theory is true, it remains that there are strong and close bonds between language and music. They are both powerful forms of communication. "Music acquisition" is apparently very similar to language acquisition in that small children soon grasp a feeling for the systems and "know" whether or not the language, or the music they are hearing is part of 'their' language, or 'their' music.

In the first of a series of A.B.C. radio broadcasts in 1977, Bruno Nettl discusses this close relationship, and suggests that "the kinds of approaches which are taken in the study of language and linguistics are useful in understanding music."

The following activities, in a very simple way, endeavour to approach language study through the language of music.

(a) Find a couple of

work songs or
folk songs or
sea-shanties.

- Talk about the rhythms, the pitch range, and especially the words.
- Put some actions to the words, e.g. haul on a rope, carry a heavy load, row a life-boat. Make your actions fit the rhythm of the song.

- Make up some new words to fit the same melody, and give it a new title. Discuss and tape (in a group).
- Now list
  - onomatopoeic words
  - words which suggest strength
  - skat words e.g. "Yo Ho"

(b) **English Music Hall**

Songs of the music hall were extremely popular in England in the late 1800's. Have you heard any of these?

"Oh, Mr. Porter"
"My old man said, 'Follow the van' "
"There was I, waiting at the church."

- The people who first sang these songs used a particular dialect of English. What do you think it was?
- Do you know any songs today which are sung in a particular dialect? See if you can get a recording of it (then play to the class and discuss).

(c) **Al Jolson** was a white American who blackened his face and adopted a pseudo-negro dialect in singing songs like

- "Sonny Boy"
- "Mammy"
- "California Here I come"
- "Nothing Could Be Finer Than to Be in Carolina"

Listen to some of these

- How does he try to make himself sound like a negro?
- Why do you think he was so popular?
- Would his attitude be considered offensive today? Why?
- What do you think of this type of parody? Discuss in small groups.

Negro Spirituals

(d) ABC Radio Songbook for Primary Schools **Sing** 1975.

- Listen to these two spirituals, or learn to sing them yourselves

"All Night All Day"
"Don't Stay Away"

- What do they have in common?

- How does the music help to enhance the words/or how do the words help to enhance the music
- Comment upon the language used
- Do you think these need to be sung quickly or slowly. Why?

Calypso

(e) ABC Radio Songbook for Primary Schools **Sing** 1980. p.33.

Calypso songs originated in the West Indies

- Learn the song "Mango Walk"
- In a small group, discuss the words of the song

  'My brother did a-tell me that you go mango walk' etc.

- With your friends, decide the words on which the accent falls (musical accent) (To help you with the accented words, either clap or walk the beat). List the words and discuss. Would the accent fall in the same place if the words were spoken rather than sung? Try it and see.

(f) **"Talk to the Animals"** from Doctor Doolittle.

Words and music p.42. ABC Book **Sing** 1977.

- Either listen to a recording of the song, or learn to sing it.
- With a small group, divide up the tasks, and devise some animal languages as the song suggests. Try

  chatting to a chimp in chimpanzee

  talking to a tiger

  chatting to a cheetah

  converse in polar bear

  converse in python

  curse in fluent kangaroo

  speak rhinoceros

- Would it be difficult to write down your languages? Why?
- Look at these words from the song,

  "If we could talk to the animals,
  Learn their languages,
  Maybe take an animal degree" ...

If it were possible to take 'an animal degree", what would you study? Discuss.

(g) Divide into groups. Each group to choose.

- one popular song of today
- one popular song of the 1930's or 40's.

The songs chosen should be similar in theme e.g. love songs, songs about life etc.

Analyse the lyrics

the images to determine

- changes in attitudes as indicated by the words.
- differences in the types of words used.
- differences in register.
- differences in pronunciation of similar words.

RESOURCE MATERIAL FROM THE LANGUAGE DEVELOPMENT PROJECT

LANGUAGE MATTERS video cassette series, Curriculum Development Centre, Canberra.

LANGUAGE MATTERS Series 1

CHILDREN HAVE TO LEARN THE CODE

(Professor Basil Bernstein of London University interviewed by Gerry Tickell)

Professor Bernstein suggests that different social contexts encourage different language "codes". This is influential in the way teachers teach and children learn.

LANGUAGE IS FOR LIVING AND LEARNING

(Professor Michael Halliday of Sydney University interviewed by Penelope Jools)

Professor Halliday describes language as a resource with which teachers can help children realise their full potential. Teachers can assist their students by better understanding and management of language in the classroom.

TRUST CHILDREN'S LANGUAGE

(David Mackay, author of "Breakthrough to Literacy" is interviewed by John Collerson)

The success of "Breakthrough..." is that children can shape and direct their own language and achieve pride in themselves as users of language.

PEOPLE DON'T TALK LIKE BOOKS

(Professor Roger Shuy of Georgetown University is interviewed by Barbara Horvath)

Factors which affect meaning for both English and non-English speaking students are discussed. The background is Shuy's interest in sociolinguistics.

LANGUAGE IS SOMETHING PEOPLE DO

(Professor Peter Fries of the University of Central Michigan interviewed by Michael Bruer)

Professor Fries sees language as part of our behaviour and suggests that contexts in which we use language affect meaning.

NURTURE CHILDREN'S READING

(John Chapman of the Open University is interviewed by Frances Christie)

Learning to read is a developmental process that needs nurturing throughout a child's schooling by all teachers.

SOCIOLINGUISTIC BARRIERS IN EDUCATION

Part One

Part Two

(Michael Stubbs of Nottingham University is interviewed by Ian Malcolm)

In Part 1 Stubbs discusses the implications of sociolinguistics for teaching and the central role of education in widening language competence. In Part 2 he talks about the language used by teachers in the classroom, and ways in which teachers can assist students.

LANGUAGE MATTERS Series 2

EXPLORE AND REFLECT ON LANGUAGE

(Ian Forsyth of the Centre for Language in Primary Education, London, is interviewed by Carol Flynn)

Language activities should be linked to, and also promote the learning experiences of a child, and Forsyth suggests ways in which teachers can promote language in the classroom.

DEVISING PROGRAMS FOR REAL LIFE SITUATIONS

(John Trim of the Centre for Information on Language Teaching and Research, London, is interviewed by Helen Moore)

Mr Trim talks about the Council of Europe's Modern Language Program dealing with English and other languages, and aims to assist individuals reach a level of competence in everyday social situations in most communities.

LANGUAGE VARIETY AND THEIR STUDY

(Professor Peter Strevens of the Bell Educational Trust, Cambridge, talks with Terry Quinn)

Professor Strevens emphasises the need for both students and teachers to study the nature and variety of language, and the growing needs for second language awareness.

DEVELOPING FLUENT READERS

(Professor Margaret Clark of Birmingham University is interviewed by Max Kemp)

Professor Clark's studies emphasise the importance of wide ranging language interaction with parents and others and with printed language. The importance of early reading skills on subsequent learning is discussed.

LANGUAGE AND LEARNING PROGRAMS FOR ABORIGINES

(Dr. Stephen Harris of the Northern Territory Department of Education is interviewed by Louden Scott)

Aboriginal learning styles are informal, indirect and non-verbal, and this must be a major consideration in developing suitable teaching/learning programs in schools.

ASSESSING CHILDREN'S LANGUAGE DEVELOPMENT

(Professor Andrew Wilkinson of East Anglia University (U.K.) interviewed by Margaret Gill)

— Professor Wilkinson discusses his recent research into children's language development, and suggests possible ways for assessing growth in writing.

LANGUAGE AND EDUCATION — THE LANGUAGE DEVELOPMENT PROJECT PHASE 1

Jillian Maling Keepes and Bruce D. Keepes (eds) CDC, Canberra 1979

The work of the Language Development Project during its first year of operation, including project research, surveys and conference papers.

CURRICULUM OCCASIONAL PAPERS: No. 1 BIBLIOGRAPHY OF CHILD LANGUAGE DEVELOPMENT

Heidi Weber, CDC, Canberra, 1980

A bibliography of research into child language development prepared for Phase 1 of the Language Development Project.

No. 2 BIBLIOGRAPHY OF AUSTRALIAN RESEARCH ON ENGLISH TEACHING 1960-1979

Diana F. Davis and Donald Spearritt, Curriculum Development Centre, Canberra, 1980

A bibliography of English reading and education research projects undertaken in Australia between 1960 and 1979. The bibliography was compiled for the former National Committee on English Teaching (NCET)

THE NATIONAL COMMITTEE ON ENGLISH TEACHING SURVEY OF TEACHER EDUCATION (1975-1977) Vol 1—3

Mr. Warwick Goodenough, Dr. Brian Cambourne and Dr. Diana F. Davis Curriculum Development Centre, Canberra, 1980

A report prepared for the former NCET which represents an overall description and interpretation of the survey and its findings.

AUSTRALIAN STUDIES INTO LANGUAGE AND EDUCATION Monograph Series:

- **One Boy's Stories : Literary awareness and growth** L.S. Stevens, Australia International Press and Publications, Melbourne, 1979.

  an inquiry into an adolescent's growth in using narrative forms in writing.

- **Private Talk : A Study of Monologue,** Virginia Battye and Peter Moss Australia International Press and Publications, Melbourne, 1978.

  an examination of the effects of audience upon speaking and writing and the educational possibilities of monologue.

- **Towards a Taxonomy of Essay Functions,** D.F. Davis, A.R. McBride, A.M. Ford, B.J. Spicer, Australian International Press and Publications Ltd, Melbourne, 1978.

  an inquiry into essay forms and their writing which is intended to help teachers promote the essay writing capacities of their students.

- **Telling Tales: Australian Voices.**
  Peter Moss, Australia International Press and Publications Ltd, Melbourne, 1978

  an exploration of the power and purposes of oral language and its significance in English studies.

- **Migrant as Meaning Maker**
  Meryl Thompson, Curriculum Development Centre, Canbera, 1978

  a study of adult migrants learning to use English, and in the process, learning to shape and make meaning of their experiences in coming to Australia.

- **The Writing Process**
  Jack Thomson. Curriculum Development Centre, Canberra, 1980.

  an examination of one pupil's writing across the curriculum in relation to his teacher's view about the role of language in learning.

AUSTRALIANS AT TALK : LANGUAGE AND THE LISTENER
CDC, Canberra, 1980, 3 audio-tapes plus booklet which illustrate the variety of Australian speech of the past and the present.

AUSTRALIANS AT TALK : VIDEO EXPLORATIONS
2 video cassettes and booklet which aim to develop an understanding of the manner in which speech is produced and of the nature and variety of Australian speech.

STATE LDP PHASE II PROJECT MATERIALS

WRITE ON — Volumes 1, 2 and 3

Wattle Park Teachers Centre, Wattle, Park, S.A., 1980

A series of teacher's reports emerging from initial discussions and reflecting about the nature of good classroom practices for promoting children's writing development

SOUTH AUSTRALIAN/LDP WORKING PAPERS (drafts only)

Wattle Park Teachers' Centre, 1981

Documentation of the investigations by project teachers of their classroom writing practice

- **Working Paper No. 1 A Classroom Experiment: Conferencing to Improve Children's writing.**
  Phil Cormack, Wattle Park Teachers' Centre, Wattle Park, 1981.
  Shares the thinking strategies, successes and failures of employing conferencing in the classroom.

- **Working Paper No.2 Cross-Age Electives**
  John Stewart, Wattle Park Teachers' Centre, Wattle Park, 1981
  Looks at the process of planning and producing a set of electives by older children for younger children.

- **Working Paper No.3. Documentation of Classroom Writing Practices**
  Milda Rogers, Wattle Park Teachers' Centre, Wattle Park, 1981
  Documents the approaches to writing tried in the author's classroom.

- **Working Paper No.4 Together we Learnt What it is to be a Writer**
  Lyn Wilkinson, Wattle Park Teachers' Centre, 1981
  Describes the insights gained from setting up a writing workshop in a sub-school and the implications for English teaching.

- **Working Paper No.5 The Cook-Up : from role-playing to writing**
  Jenny Fewings, Michelle Bull, and Jan Norman, Wattle Park Teachers' Centre, Wattle Park 1981
  Describes the premises, plans and outcomes of an investigation into the links between role playing and writing.

- **Working Paper No.6 The Writing Process**
  Diane Nicholls and Judy Ilnyckyi. Wattle Park Teachers Centre, Wattle Park, 1981
  Concentrates on the practical classroom implications of the writing process for younger/beginning writers and older children.

WHO'S TALKING IN CLASS:

An interim progress report on the first stage of the Language Development Project (Phase II) in the ACT. Carol Flynn and Wilfrid Savage (eds) Curriculum Development Centre, Canberra, 1980

Explores ways of developing language through talking and listening.

LANGUAGE IS THE LINK TO LEARNING Volumes 1 and 2.

Work-In Progress Report of the Northern Territory LDP teachers in 1980 Ilona Sparber (ed). Northern Territory Department of Education, 1981

Reports of teachers who explored and trialled classroom practices which encourage children to use talk and writing to help them learn.

LANGUAGE AND LITERACY LEAFLET

Curriculum Development Centre, Canberra, 1980

Statement on language and literacy development, issued by CDC for the Language Development Project (Phase II). It is aimed at parents, teachers and the wider community.

LANGUAGE DEVELOPMENT PROJECT PHASE II
Occasional Papers Number 1, 2 and 3

Frances Christie, Curriculum Development Centre, Canberra 1979-1980.

Discussion papers following the development of the LDP Phase II.

FILMS

WATCH YOUR LANGUAGE film series, produced for the former National Committee on English Teaching and the Commonwealth Department of Education by Film Australia. Designed for use in secondary and tertiary courses, and as discussion starters for parent groups.

Available from Film Australia, Sydney.

- **Language at Twelve** Film Australia, Sydney

  Shows how students in lower secondary school can learn about language diversity in the community.

- **Walter and Milly Went to Read,** Film Australia, Sydney

  Shows how the natural interest of a child in communicating can be used to promote reading skills.

- **Reading for Meaning.** Film Australia, Sydney

  Introduces Professors Ken and Yetta Goodman and the Goodman method of analysing reading abilities and its classroom application.

- **Talking Shop : Demands on Language** Film Australia, Sydney

  Examines the kind of language demands encountered by two sixteen year olds when working at a large department store, and the ways they deal with the different language situations.

- **Time to Talk,** Film Australia, Sydney

  Gives parents, teachers, students and others positive examples of ways to develop good communication skills in young children through appropriate interaction and stimulation.